



## Joseph S. Shanklin Sr. Elementary School

121 Morrall Drive  
Beaufort, SC 29906

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	476 Students	
<b>Principal</b>	Ms. Jo Shirley	843-466-3400
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Good</b>
2011	Average	Average
2010	Average	Good
2009	Below Average	Average
2008	Below Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

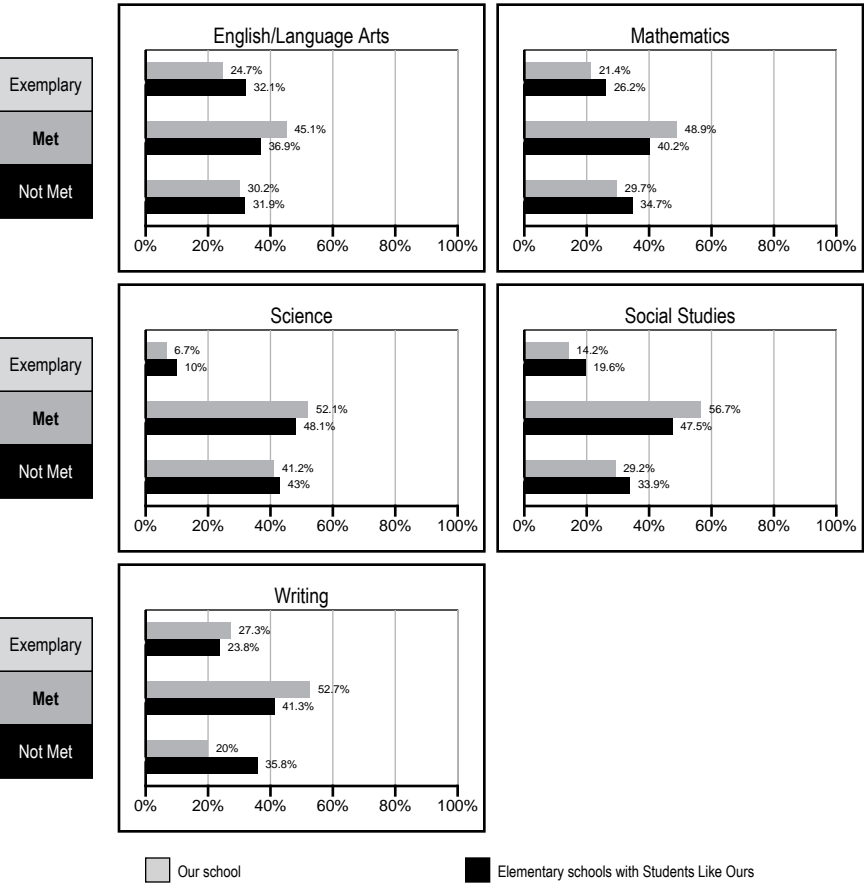
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	14	102	23	9

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=476)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.4%	100.0%	100.0%
Retention rate	1.1%	Down from 2.0%	1.3%	1.0%
Attendance rate	96.6%	Up from 95.9%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	65.7%	Down from 66.7%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	84.1%	Up from 82.7%	86.8%	88.7%
Teacher attendance rate	94.0%	Up from 93.5%	95.0%	95.1%
Average teacher salary*	\$53,235	Up 5.4%	\$45,945	\$47,210
Professional development days/teacher	9.5 days	Up from 9.4 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 15.9 to 1	19.1 to 1	20.0 to 1
Prime instructional time	89.4%	Up from 87.5%	90.2%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,238	Down 3.0%	\$7,686	\$7,247
Percent of expenditures for instruction**	70.2%	Down from 73.7%	67.4%	68.2%
Percent of expenditures for teacher salaries**	67.0%	Down from 71.7%	63.7%	65.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Coming off their second straight Palmetto Silver State Award, students at Joseph S. Shanklin Elementary have made great strides and experienced significant progress in the 2011-2012 school year in many areas that support high student achievement. The school's motto, "Hard work pays off with excellence...at Shanklin" has kept us focused, productive and inspired to make teaching and learning excellence a reality for our school community. Strategically and systemically the school has approached the teaching of the core content with research and best practice techniques and processes. This past school year we implemented the TAP Program, (The system for Teacher and Student Advancement Program), This offers an avenue for on-going, site based professional development and coaching for all of our teachers. Joseph S. Shanklin Elementary is the first Learning Expeditions School in the state of South Carolina.

Joseph S. Shanklin has the honor of being chosen as the first Learning Expeditions School in South Carolina. Our school will have the endorsement and assistance of Clemson University. Dr. Chris Marsh of the Low Country Institute was instrumental in helping us acquire this distinction.

Clemson Learning Expeditions Schools engage teachers, parents, staff, and students in working together to create a school culture of collaboration, respect, high expectations and a deep appreciation for the natural world. The program offers partnering schools multiple, innovative learning opportunities that integrate natural resources education across core curriculum areas. Nature-based, expeditionary adventures help students discover their strengths and unique passions for learning, while helping them better understand how they learn, strengthening personal character, self-awareness and cooperation.

Learning expeditions may take teachers and students outside to conduct scientific experiments in natural areas around the campus, engage their imaginations through virtual field trips, or allow them to participate in residential field studies that offer a wide range of activities that promote academic and personal development. Teachers are key to the success of Learning Expeditions School. As such, the program offers an array of learning experiences uniquely designed for educators. Professional development offerings range from in-service seminars to a comprehensive, one-week Summer Institute that reinforce the idea that teachers must be engaged in their own learning process in order to affect student learning. Our approach to professional development fosters close collaboration among teachers with an emphasis on reflection, reward and renewal. The teaching staff engaged in numerous staff development offerings that led to increased competencies in independent reading, reading comprehension, working with children in poverty, involving parents in their child's education, using Promethean Board and Active Studio, Curriculum Mapping, and Everyday Mathematics.

Our students were provided a wealth of extended learning opportunities which included overnight trips to Camp Sewee and Camp Greenville, field trips to the zoo, historical sites, swimming lessons, artist in residence, contests, musical and dramatic performances, visits to local beaches, animal habitats and community resource speakers and presenters. These events provided depth and real world experience to the students that made the curriculum standards come alive. We believe that enriching the lives of our students and expanding their view of the world while increasing their background knowledge will contribute not just to a greater mastery of state standards but will serve as a catalyst in making learning relevant and a life-long endeavor.

The community is a driving and vibrant force in the school's progress and participates in the school in ways that are purposeful and supports its goals and objectives. Family reading activities are supported and enhanced

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	16	0	0
Percent satisfied with learning environment	68.8%	N/R	N/R
Percent satisfied with social and physical environment	81.3%	N/R	N/R
Percent satisfied with school-home relations	37.5%	N/R	N/R

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	95.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Joseph S. Shanklin Sr. Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☒ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	643.2	638.0	610.8	626.5	100.0	100.0
Male	639.1	637.3	615.0	624.4	100.0	100.0
Female	646.5	638.6	607.6	628.3	100.0	100.0
White	661.5	657.6	629.3	624.7	100.0	100.0
African American	636.0	629.7	602.5	623.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	640.3	635.5	608.9	625.7	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	58	100	31.5	27.8	40.7	68.5
	4	61	100	24.1	50	25.9	75.9
	5	70	100	29	40.3	30.6	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	87	100	42.9	28.6	28.6	57.1
	4	67	100	27.1	47.5	25.4	72.9
	5	69	100	15.8	61.4	22.8	84.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	58	100	35.2	38.9	25.9	64.8
	4	61	100	25.9	50	24.1	74.1
	5	70	100	40.3	45.2	14.5	59.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	87	100	47.1	41.4	11.4	52.9
	4	67	100	13.6	57.6	28.8	86.4
	5	69	100	24.6	49.1	26.3	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	30	100	58.6	24.1	17.2	41.4
	4	61	100	31.5	57.4	11.1	68.5
	5	35	97.1	50	43.3	6.7	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	44	100	60	34.3	5.7	40
	4	66	100	24.1	67.2	8.6	75.9
	5	33	100	50	39.3	10.7	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	30	96.7	34.6	46.2	19.2	65.4
	4	61	98.4	22.6	64.2	13.2	77.4
	5	35	100	37.5	43.8	18.8	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	43	100	48.6	40	11.4	51.4
	4	66	98.5	19.3	63.2	17.5	80.7
	5	36	97.2	27.6	62.1	10.3	72.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	72	100	27.7	41.5	30.8	72.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	66	95.5	20	52.7	27.3	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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